



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

*Teaching elementary-school subjects.*—The beginning teacher is often disappointed because available literature dealing with methods of instruction concerns itself too fully with principles and theory and leaves her to begin the work of classroom instruction with few specific plans in mind. While it is true that a growing effectiveness in teaching will scarcely result from experience unanalyzed, actual teaching begins with classroom devices, and a clear comprehension of the principles upon which successful methods are based comes rather more commonly as the result of employing these methods in instruction. In recognition of the need of inexperienced teachers for ready-made plans of procedure, and with a view to leading them to profit from experience as acquired by constructive study of the results of their work, the author of a recent book<sup>1</sup> of methods for elementary-school teachers presents an extensive list of devices for use in teaching, along with a brief discussion of the generally accepted theories underlying instruction in certain of the elementary-school subjects.

The basis of the discussion is to be found in actual teaching situations. The point of view governing the selection and the organization of the material employed is explained in the author's statement concerning the aim of the book.

Its professional purpose is to analyze classroom activities which the instructor may have performed mechanically without being conscious of principles involved, to afford opportunity for intelligent evaluation of procedures in common use, and to suggest as diversified methods of presentation as the limits of one small volume render possible. . . . Psychological principles of which method studies should be the application lose none of their truth or scientific value by being presented in their schoolroom contacts as found in the everyday experience of teachers. . . . Specific and concrete teaching suggestions are worth while when they lead to intelligent use of new methods, even though an imitative stage comes before the new plane of intelligence. Imitation of classroom devices is bad only when it never achieves more than the mechanical and rule of thumb [p. v].

Using technique in the sense in which the term method is more usually employed, the author considers first a number of the generally accepted teaching principles and activities. Emphasis is given to the fact that teaching is primarily concerned with boys and girls rather than with subject-matter. Emotional response and attention are regarded as requisite to learning; and real education, it is asserted, develops capacity for sustained, independent intellectual effort. Teaching purposes are classified as of three types: (1) instruction in which knowledge and judgment are prominent; (2) instruction consisting largely in drill for permanent retention, habit formation, or skill; (3) development of ideals and attitudes. Certain current innovations, such as the socialized recitation and the project, are discussed from the standpoint of advantages and disadvantages. The study period, lesson plans, the assignment, and testing are briefly discussed. The discussion throughout the chapter

<sup>1</sup> SHELDON EMMOR DAVIS, *The Technique of Teaching*. New York: Macmillan Co., 1922. Pp. viii+346.

has the advantage of being direct and concise, but it is open to the criticism that the effort at conciseness has in a few cases resulted in inadequate treatment.

Detailed consideration is given to six elementary-school subjects, spelling, reading and literature, composition and grammar, arithmetic, history, and geography. In each case the discussion includes a statement of the principal aims and problems involved, and special emphasis is placed upon the psychological facts with which the teacher should be familiar. The discussion is enriched with concrete material in the form of illustrations and devices which have been found helpful in teaching the subject. At the close of each chapter is a list of exercises to be used in testing the suggested devices by principles explained in the text. For example, geography is described as a subject that is difficult to teach because a large part of its subject-matter changes rapidly and because of the tendency to overemphasize factors of local or regional significance. The generally accepted definitions of geography are stated and explained; valid bases of selection of the content of the geography curriculum are suggested; the value and proper use of problems, projects, maps, pictures, diagrams, museums, and excursions are discussed and illustration given where possible. Examples of both problems and projects are included. A simple form of weather chart is shown, and suggestions are made as to its use. Exercises in the form of geography games, co-operative map-making, location contests, etc., are presented at the close of the chapter.

The book will be found valuable for use in methods classes as well as for reference by those engaged in teaching. Its principal value lies in the great amount of concrete material presented. If it is used as a textbook, the very brief discussions of theories and principles will need to be supplemented by reference to other sources.

N. B. HENRY

---

*A useful compendium on child care and child welfare.*—The unprecedented multiplication of books, pamphlets, and periodicals during the past decade has rendered almost futile the attempt of any individual to become familiar with the literature of more than a minutely subdivided field of knowledge. It has been said that there are no living scientists, but merely specialists in one or another of the dozens of fields of science. An understanding of the interdependence of individuals, communities, and nations has been considered an essential constituent of the mental equipage of statesmen, reformers, and others who influence social progress. There seems to be justification for the belief that a knowledge of the interdependencies of all branches of learning is essential to a functional mastery of any particular field of knowledge. There is urgent need for the old-fashioned compendium drawn up with reference to the needs of specialized groups of scholars. Such a compendium<sup>1</sup> has been

<sup>1</sup> *Child Care and Child Welfare, Outlines for Study*. "Home Economics Series No. 5," Bulletin No. 65. Washington: Federal Board for Vocational Education 1921. Pp. 502. \$0.35.